DOCUMENT RESUME

ED 426 617 FL 025 673

AUTHOR	Gregory, Eve, Ed.
TITLE	One Child, Many Worlds: Early Learning in Multicultural Communities. Language and Literacy Series.
ISBN	ISBN-0-8077-3715-1
PUB DATE	1997-00-00
NOTE	192p.
AVAILABLE FROM	Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; Tel: 800-575-6566 (Toll Free); Fax: 802-864-7626; e-mail: tcp.orders@aidcvt.com ($20.95).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Bilingualism; Case Studies; Classroom Environment; *Cultural Pluralism; *Early Childhood Education; *Family Influence; Language Acquisition; Language Research; *Language Role; Learning Processes; Parent Role; Parent Teacher Cooperation; Peer Influence; Second Language Learning; Second Languages; Siblings; Story Reading; Story Telling; *Young Children
IDENTIFIERS	Biliteracy

ABSTRACT

By drawing on the experiences of children aged 3 to 8 attending schools in Britain, Germany, Iceland, Australia, and the United States, 11 case studies of young children provide insight into what it means for children to enter a new language and culture in school. The case studies are: "Learning through Difference: Cultural Practices in Early Childhood Language Socialisation" (Allan Luke, Joan Kale); "Two Sisters at School: Issues for Educators of Young Bilingual Children" (Rose Drury); "Continuities and Discontinuities: Teaching and Learning in the Home and School of a Puerto Rican Five Year Old" (Dinah Volk); "Stories from Two Worlds: Bilingual Experiences between Fact and Fiction" (Michaela Ulich, Pamela Oberhuemer); "A Child Writes from Her Everyday World: Using Home Texts To Develop Biliteracy at School" (Charmian Kenner); "Investigating Literacy in London: Three Generations of Readers in an East End Family" (Ann Williams); "Learning To Read, Reading To Learn: The Importance of Siblings in the Language Development of Young Bilingual Children" (Nasima Rashid, Eve Gregory), "Friends as Teachers: The Impact of Peer Interaction on the Acquisition of a New Language" (Susi Long); "Working in Partnership: Parents, Teacher and Support Teacher Together" (Maureen Turner); "Why You Don't Eat Bananas: An Exploration of a Child's Possible Worlds in Story" (Inge Cramer); and "From Karelia to Kashmir: A Journey into Bilingual Children's Story-Reading Experiences within School and Community Literacy Practice" (Leena Robertson). (MSE)

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